

### Reading

- RL.1.1:** Ask and answer questions about key details and events in a text.
- RL.1.6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.
- RI.1.1:** Ask and answer questions about key details in a text.
- RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

### Other Literacy Goals

- RF1.1: Demonstrate understanding of the organization and basic features of print.**
- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF1.3: Know and apply grade-level phonics and word analysis skills in decoding words.**
- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
- SL.1.6: Produce complete sentences when appropriate to task and situation.**
- L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- Print all upper and lowercase letters.
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L1.2: Demonstrate command of the conventions of standard English; capitalization, punctuation, and spelling when writing.**
- Capitalize dates and names of people.
- Use end punctuation for sentences.
- L1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.**
- a. Use sentence-level context as a clue to the meaning of a word or phrase.

### Writing

**W.1.7: Participate in shared research and writing projects.**

### Social Studies - Civics and Governance Strand

**1.C&G.1: Understand the importance of rules.**

1.C&G.1.1: Explain why rules are needed in the home, school and community.

1.C&G.1.2: Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc).

1.C&G.1.3: Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities.

### Science

**Earth Systems, Structures and Processes**  
*(not connected to ELA Unit of Study)*

**1.E.2: Understand the physical properties of Earth materials that make them useful in different ways.**

1.E.2.1: Summarize the physical properties of Earth materials, including rocks, minerals, soils and water that make them useful in different ways.

1.E.2.2: Compare the properties of soil samples from different places relating their capacity to retain water, nourish and support the growth of certain plants.

### Information/Technology

1.IN.1.1: Classify text as nonfiction or fiction.

1.IN.1.2: Compare important facts and minor details.

1.RP.1.1: Recognize the steps of a simple research process.

1.SE.1.1: Use technology hardware and software responsibly.

**Healthful Living-See Nutrition and Physical Activity strand**

Grade One  
Quarter One/  
Unit One  
*Alphabet Books*  
*and the Children*  
*Who Read Them*

### Reading

- RL.1.2:** Retell Stories, including key details, and demonstrate understanding of the central message or lesson.
- RL.1.6:** Identify who is telling the story at various points in a text.
- RI.1.2:** Identify the main topic and retell key details of a text.
- RI.1.5:** Know and use various text features to locate key facts or information in a text.
- RI.1.10:** With prompting and support, read informational texts appropriately complex for grade one.

### Writing

- W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- W1.5:** With guidance and support from adults and suggestions from peers, add details to strengthen writing.

### Other Literacy Goals

- RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.
- SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - b. Use common, proper, and possessive nouns.
- L1.2:** Demonstrate command of the conventions of standard English; capitalization, punctuation, and spelling when writing.
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - a. Sort words into categories (e.g. colors) to gain a sense of concepts.
  - b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

### Social Studies - Environmental Literacy

- 1.G.2:** Understand how humans and the environment interact within the local community.
  - 1.G.2.1: Explain ways people change the environment.
  - 1.G.2.2: Explain how people use natural resources in the community.
  - 1.G.2.3: Explain how the environment impacts where people live.

### Science - Ecosystems and Molecular Biology

- 1.L.1:** Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.
  - 1.L.1.1: Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.
  - 1.L.1.2: Give examples of how the needs of different plants and animals can be met by their environments in N.C. or different places in the world.
  - 1.L.1.3: Summarize ways that humans protect their environment and/or improve conditions for the plants and animals that live there.
- 1.L.2:** Summarize the needs of living organisms for energy and growth.
  - 1.L.2.1: Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.
  - 1.L.2.2: Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth.

### Information and Technology

- 1.SI.1.1:** Identify various resources for information (e.g. print, audio-visual, electronic, people).
- 1.SI.1.2:** Classify resources as relevant for a given purpose and/or topic.
- 1.SE.1.2:** Explain why safety is important when using the internet.
- 1.SE.1.3:** Recognize the need to obtain permission or give credit when using intellectual property of others.

## Grade One Quarter Two/Unit Two The Amazing Animal World

### Reading

- RL.1.2:** Retell stories, including key details, and demonstrate understanding of the central message or lesson.
- RL.1.3:** Describe characters, settings, and major events in a story, using key details.
- RL.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9:** Compare and contrast the adventures and experiences of characters in stories.
- RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

### Writing

- W.1.2:** Write informative explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- W.1.3:** Write narratives in which they recount two or more appropriately sequenced events; include some details regarding what happened, use temporal words to signal event order and provide sense of closure.
- W.1.5:** With support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.

### Information and Technology Skills

- 1.TT.1.1:** Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.)

### Other Literacy Goals

- RF.1.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.
- b. Read on-level text orally with accuracy and fluency to support comprehension.
- SL.1.6:** Produce complete sentences when appropriate to task and situation.
- L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- c. Uses and plural nouns with matching verbs in basic sentences.
- e. Uses verbs to convey a sense of past, present, and future.
- f. Use frequently occurring adjectives.
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2:** Demonstrate command of the conventions of standard English; capitalization, punctuation, and spelling when writing.
- b. Use end punctuation for sentences.
- L.1.5d: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

### Social Studies - Economics and Financial Literacy

- 1.E.1:** Understand basic economic concepts.
- 1.E.1.1: Summarize the various ways in which people earn and use money for goods and services.
- 1.E.1.2: Identify examples of goods and services in the home, school, and community.
- 1.E.1.3: Explain how supply and demand affects the choices families and communities and communities.

## Grade One Quarter Two/ Unit Three Life Lessons

### Reading

**RL.1.3:** Describe characters, settings, and major events in a story, using key details.

**RL.1.4:** Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.

**RL. 1.10:** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.8:** Identify the reasons an author gives to support points in a text.

### Other Literacy Goals

**RF.1.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

f. Read words with inflectional endings.

**SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

L.1.1d: Use personal, possessive, and indefinite pronouns.

L.1.1g: Use frequently occurring conjunctions.

L.1.2c: Use commas in dates and to separate single words in a series.

L.1.4b: Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4c: Identify frequently occurring root word and their inflectional forms.

**L.1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

d. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

## Grade One Quarter Three/ Unit Four *Winds of Change*

### Writing

**W.1.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**W.1.5:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration.

### Information and Technology Skills

**1.TT.1.2:** Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.)

**1.TT.1.3:** Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.)

### Science—Forces and Motion

**1.P.1:** Understand how forces (pushes or pulls) affect the motion of an object.

1.P.1.1: Explain the importance of a push or pull to changing the motion of an object.

1.P.1.2: Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.

1.P.1.3: Predict the effect of a given force on the motion of an object, including balanced forces.

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| <p style="text-align: center;"><b><u>Reading</u></b></p> <p><b>RL.1.2:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.5:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><b>RL.1.7:</b> Use illustrations and details in a story to describe e its characters, setting, or events.</p> <p><b>RI.1.3:</b> Describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p><b>RI.1.10:</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> | <p style="text-align: center;"><b><u>Other Literacy Goals</u></b></p> <p><b>RF.1.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b>RF.1.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade level-text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.1.3:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>L.1.1h: Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1i: Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.5c: Identify real-life connections between words and their use.</p> <p><b>L.1.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p> |
| <p style="text-align: center;"><b><u>Writing</u></b></p> <p><b>W.1.1:</b> Write opinion pieces in which the student introduces the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.</p> <p><b>W.1.5:</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>   | <p style="text-align: center;"><b><u>Social Studies - History</u></b></p> <p><b>1.H.1:</b> Understand that history tells a story of how people and events changed society over time.</p> <p>1.H.1.1: Explain how and why neighborhoods and communities change over time.</p> <p>1.H.1.2: Explain the importance of folklore and celebrations and their impact on local communities.</p> <p>1.H.1.3: Explain why national holidays are celebrated.</p>  |
| <p style="text-align: center;"><b><u>Information and Technology Skills</u></b></p> <p>1.TT.1.1: Use a variety of technology tools to gather data and information (e.g., Web -based resources, e-books, online communication tools, etc.)</p> <p>1.TT.1.2: Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.)</p> <p>1.TT.1.3: Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.)</p> <p>1.RP.1.1: Recognize the steps of a simple research process.</p>  |  |

Grade One  
Quarter Three/  
Unit Five  
American  
Contributions



### Reading

- RL. 1.5:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.9:** Compare and contrast the adventures and experiences of characters in stories.
- RI.1.2:** Identify the main topic and retell key details of a text.
- RI. 1.3:** Describe the connection between two individuals events, ideas, or pieces of information in a text.
- RI.1.9:** Identify basic similarities in and differences between two texts on the some topic.
- RI.1.10:** With prompting and support, read informational texts, appropriately complex for grade 1.

### Writing

- W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion supply a reason for the opinion and provide some sense of closure.
- W.1.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (Connect to Information/Technology Skills)
- W1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Science—Earth in the Universe

- 1.E.1:** Recognize the features and patterns of the earth/moon/sun system as observed from Earth.
- 1.E.1.1:** Recognize differences in the features of the day and night sky and apparent movement of objects across the sky as observed from Earth.
- 1.E.1.2:** Recognize patterns of observable changes in the Moon's appearance from day to day.

### Other Literacy Goals

- RF1.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- g. Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.
- SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6:** Produce complete sentences when appropriate to task and situation.
- L.1.2:** Demonstrate command of the conventions of standard English; capitalization, punctuation, and spelling when writing.
- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- d. Distinguish shades of meanings among verbs differing in manner (look, peek, glance, stare, glare) and adjective differing in intensity (large, gigantic) by defining or choosing them, or by acting out the meanings.

## Grade One Quarter Four/ Unit Six Around the World with a Glass Slipper

### Social Studies - Geography and Culture

- 1.G.1:** Use geographic representations, terms and technologies to process information from a spatial perspective.
- 1.G.1.1:** Use geographic tools to identify characteristics of various landforms and bodies of water.
- 1.G.1.2:** Give examples of showing locations of places (home, classroom, school and community).
- 1.G.1.3:** Understand the basic elements of geographic representations using maps.
- 1.C.1:** Understand the diversity of people in the local community.
- 1.C.1.1:** Compare the languages, traditions, and holidays of various cultures.
- 1.C.1.2:** Use literature to help understand diverse cultures.

## Healthful Living

### **1.MEH.1: Understand the relationships among healthy expression of emotions, mental health, and healthy behavior**

1.MEH.1.1: Use effective communication to express and cope with emotions.

1.MEH.1.2: Use methods of positive coping with disappointment and failure.

1.MEH.1.3: Classify stressors as eustress or distress.

### **1.PCH.1: Apply measures for cleanliness and disease prevention.**

1.PCH.1.1: Recognize that germs produce illness and can be spread from one person to another.

1.PCH.1.2: Use measures for preventing the spread of germs.

### **1.PCH.2: Understand wellness, disease prevention, and recognition of symptoms.**

1.PCH.2.1: Illustrate symptoms of sickness and measures for getting well.

1.PCH.2.2: Summarize the transition between primary and permanent teeth and steps for seeking help for dental problems.

### **1.PCH.3: Understand necessary steps to prevent and respond to unintentional injury.**

1.PCH.3.1: Identify safety hazards in the home and injury prevention strategies.

1.PCH.3.2: Identify items that can cause burns, strategies to prevent fire and burn injury.

1.PCH.3.3: Execute the Stop, Drop, and Roll response.

1.PCH.3.4: Execute an emergency phone call.

### **1.ICR.1: Understand healthy and effective interpersonal communication and relationships.**

1.ICR.1.1: Explain the importance of demonstrating respect for the personal space and boundaries of others.

1.ICR.1.2: Explain the value of having a diversity of students in the classroom.

1.ICR.1.3: Contrast tattling with reporting aggression, bullying, and violent behavior.

1.ICR.1.4: Contrast appropriate and inappropriate touch.

1.ICR.1.5: Illustrate how to seek adult assistance for inappropriate touch

### **1.NPA.1: Understand MyPlate as a tool for selecting nutritious foods**

1.NPA.1.1: Select a variety of foods based on MyPlate

1.NPA.1.2: Contrast more nutrient dense foods from those that are less nutrient dense.

### **1.NPA.2: Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.**

1.NPA.2.1: Classify the sources of a variety of foods.

1.NPA.2.2: Select healthy alternatives to foods and beverages that are high in sugar.

### **1.NPA.3: Remember fitness concepts to enhance quality of life.**

1.NPA.3.1: Recognize the benefits of physical activity .

1.NPA.3.2: Recall fitness and recreation activities that can be used during out of school hours.

### **1.ATOD.1: Understand how to use household products and medicines safely.**

1.ATOD.1.1: Recognize the harmful effects of medicine when used incorrectly.

1.ATOD.1.2: Recognize how to behave safely with medicines and household cleaners.

1.ATOD.1.3: Classify products as harmful or safe.

1.ATOD.1.4: Summarize strategies for reporting harmful substances.

# First Grade Healthful Living Content